

DOCUMENT RESUME

ED 320 240

EA 021 878

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TITLE A View of Leadership through Jason Bradley's Actions and Projections at Windsor Junior High School.
PUB DATE 90
NOTE 32p.; Paper presented at the Annual Meeting of the Washington Educational Research association (Tacoma, WA, March 15-16, 1990).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Effectiveness; Case Studies; Junior High Schools; *Leadership Styles; *Principals; School Administration

ABSTRACT

A successful principal combines "vision" (projects) with effective leadership strategies (actions to implement the projects). Observation of a principal's work style illustrates how the leadership role is performed. A telephone interview and document analysis provide the methodological framework for this individual case study. Work style is analyzed through the theoretical application of Mitchell, Oritz, and Mitchell's (1987) constructs of four work styles: administrative, leadership, supervision, and management. Actions are studied within the framework of Mitchell and Spady's four types of authority: legal, traditional, expert, and charismatic. Findings indicate that the principal under study combined mixed work and authority styles, which may have contributed to what he perceived to be a frustrating, unsuccessful first administrative year. (LMI)

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**The paper was prepared for presentation at the Washington
Educational Research Association's Eighteenth Annual Research
and Evaluation Conference, Tacoma, Washington
March 15 and 16, 1990**

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A View of Leadership Through Jason Bradley's Actions and Projections at Windsor Junior High School

Introduction and Purpose

This study explores the concept of leadership at a junior high school through an examination of a junior high school principal's projects and his actions. Karl Weick says, "It is the administrator's voice and vision" which gives staff a sense of direction in a loosely coupled system such as a junior high school. (Note: for purposes of this study the terms "vision" and "project" or "projection" will be used synonymously.)

However, the leader's vision is not sufficient for success or accomplishment in any school. This vision must be combined with the leader's ability to draw his or her subordinates into the active pursuit of this vision, that is, the action or actions needed to effectuate the vision.

We know that principals accomplish or fail to accomplish their goals or their visions by their understanding and adoption of a leadership role when working with their subordinates. These leadership roles can be studied with respect to one's psychological traits, the processes princi-

pals use to get their staffs to adopt their visions, and the systems or structures principals use to accomplish their visions.

One way to determine how a principal performs his/her leadership role is to observe the principal's work style because this work style reflects the principal's understanding of how he/she is to function. Work style also tells us about the principal's use of power and authority to accomplish his/her projects. For purposes of this study, work style will be categorized as one of the following: administrator, leader, supervisor, manager, or an integration of two or more of these styles.

Methodology

Data for this project were collected from three sources:

(1) A ninety minute telephone interview with Jason Bradley, principal of Windsor Junior High School, based on a set of twenty interview questions. These questions were constructed to discover Mr. Bradley's projects as well as the strategies he used to complete these projects (the actions.)

(2) The interviewer has some acquaintance with Mr. Bradley's school district of Durham and also has some personal acquaintance with Mr. Bradley. Therefore, data concerning the school district and the surrounding community of Clifton were drawn from Bradley's descriptions and the

personal knowledge of the researcher. The researcher visited Mr. Bradley's office on at least six occasions prior to the interview.

(3) Documents provided by Mr. Bradley included educational specifications for a remodeling project at the junior high school, staff and student handbooks for Windsor Junior High School, and copies of weekly staff bulletins written by Mr. Bradley. Agenda information from department head meetings was also reviewed.

Although the interview was conducted by telephone, the interviewer feels that her personal acquaintance with the principal as well as her personal knowledge of his community and his school district, were adequate to meet the needs of this study and would neither be biased with respect to personal friendship nor knowledge of the school and community. In fact, because of the interviewer's familiarity with some of Mr. Bradley's projects, the interview proceeded smoothly and Mr. Bradley was candid and accomodating in his remarks.

Narrative

The school district of Durham is located in the blue collar community of Clifton, a small, rural community which lies adjacent to the larger, industrial community of Edgewater. In fact, it is difficult to tell where one community ends and the other begins. Clifton's population of 20,000

inhabitants is largely comprised of loggers, mill workers, and some retail and professional people.

Clifton is an old, established community of primarily Caucasian families. However, recent immigration of both Hispanic and Southeast Asian populations have changed the ethnic composition of the community and the district. In addition to the influx of minorities, Clifton and the surrounding communities have been substantially impacted by the influx of hard drugs and illegal activity. Family units, once very stable, now show signs of deterioration.

Durham School District

The Durham School District serves 5000 students grades K to 12. The district is considered a "poor" district and ranks in the lower percentage of districts in the state in assessed valuation. The Durham School District, in fact, is eligible for supplemental funding because of its extremely low valuation.

The school district is comprised of a central high school of approximately 1000 students grades ten through twelve. There are two junior high schools: Windsor and Stuart. Each junior high school serves a student population of approximately 530 seventh, eighth, and ninth grade students. The junior high schools are approximately three miles from

each other and students are bussed between both junior high schools and the high school every day for six periods a day to maximize the use of staff and facility.

Windsor Junior High School

Windsor Junior High School, erected in the early 1950's, is a long, low-ceilinged structure of flat roofs, cinderblock construction, and indistinguished appearance. Windsor is located across the parking lot from Clifton High School, a newer, more attractive structure. Some Windsor students walk across the parking lot daily to take advantage of the high school's programs.

Windsor Junior High School became eligible for major facility modernization due to passage of a bond levy the previous spring. Much of the staff and principal time during the school year was devoted to reviewing building and curricular needs and then working with the architect to design the educational specifications for a major remodeling effort.

The Windsor faculty consists of 32 certificated staff members (some of whom are shared with the high school), and 15 classified staff. During the previous six to ten years there had been virtually no staff turnover. The vice-principal, Mr. Worthy, is in his second year at Windsor.

Jason Bradley

Mr. Bradley, a small, energetic man, came to Windsor Junior High School from Raleigh, a community of comparable size and economic background to Clifton. Mr. Bradley served as a junior high school principal in Raleigh at Evans Junior High School for fifteen years. During the last year of his tenure, Bradley's school received both state and national recognition as an outstanding and exemplary school. Bradley's former school had a strong parent organization, effective team relationships within the building, and an efficient, and well-organized school plant.

During the time Bradley was at Evans Junior High School Bradley estimates that he rebuilt forty to fifty percent of the building by himself. This included removing and constructing walls, pouring concrete, installing windows and building a physical fitness trail for students. Bradley attributes his success in these ventures to his close relationship with the maintenance department and his ability to generate a large parent volunteer group.

Bradley's View of Windsor

When Jason Bradley arrived at Windsor he saw an "office that was awful." He saw an organization for a school that was "out of touch with the needs of the staff." According to Bradley, the secretary was pathetic,

the vice-principal ineffective, and the staff - hostile and divided. Bradley saw programs inappropriate for the needs of junior high middle school students. He saw an evening program which tried to compete with the high school programs. He saw a woefully inadequate physical plant which contributed to student misbehavior. He saw an incompetent and psychologically disturbed counselor who, in Bradley's opinion, should have been fired.

Bradley's Mandated Projects

According to Bradley, he was given at least four mandates from the superintendent when he took the Windsor job. The mandates were:

(1) improve the office management functions and all building clerical functions, (2) formulate some plan with respect to a counselor who was a divisive factor in the school and a detriment to the overall counseling program, (3) work with the vice-principal to improve his overall competence and effectiveness, and (4) work with staff to develop educational specifications for the modernization of Windsor Junior High School.

Bradley's Personal Projects

In addition to the mandated projects given Bradley by his superintendent, Bradley envisioned the following projects: (1) create a viable and active parent-teacher organization for Windsor Junior High School

separate from the district's traditional junior-senior high school Parent Teacher Student Association (PTSA), (2) build a sense of unity among staff members, (3) reorganize the department head and decisionmaking processes, (4) structure the junior high school program to de-emphasize the junior high school's competitive role with high school programs and (5) move two classrooms in the school to increase efficiency and provide better support for students and staff.

The Outcomes - According to Bradley

Bradley says that he had both his successes and his failures at Windsor Junior High School. Counted among his successes was his ability to "unify the staff", improve clerical functions at the school, complete the educational specifications for the modernization plan, and confront the counselor and assistant principal.

Bradley perceived his failures to be his inability to move the well-established PTSA to give his school autonomy with their own parent group. "One of my greatest successes in my career tenure of fourteen years at Evans Junior High School, was that I was able to bring hundreds of parents into the school without ruffling the feathers of the staff. These parents would help with journalism, the library, anything I asked....those were the things I had a feel for and wanted to do at Windsor."

Although Bradley was eventually successful in moving the in-school-suspension (ISS) classroom and the classroom for behaviorally disordered students, (BD classroom), he describes his physical efforts to move walls to create space for these programs a failure. The health room clerk, whose office Bradley dismantled to make room for the BD classroom, resigned, and a grievance was filed by the district's maintenance department because Mr. Bradley performed work normally assigned to maintenance personnel by district contract.

Another area of considerable frustration was Bradley's attempt to eliminate the evening junior high school dances. Bradley believed that night functions at the junior high school level were too competitive with the high school's programs. Therefore, he eliminated night dances in favor of after school dances for eighth and ninth grade students. Although Bradley surveyed his staff and a percentage of parents at Windsor prior to the change, the change met with considerable opposition from students, some parents, and the principal at Stuart Junior High.

When asked if he would make any changes differently Bradley responded that the remodelling had caused him the most frustration. "Since the major remodel project was coming - everything in terms of maintenance began to slide. Would I do it over again? One way or another I would. It

was a need I saw. I'm the kind of person when I see a need I do something about it. I'm not a procrastinator. I couldn't live with myself."

Analytic Framework

Mitchell, Ortiz, and Mitchell (1987) provide a framework for analyzing the leadership of the principal and the influence of that principal on his/her subordinates. The process for analysis, outlined by Mitchell, Ortiz, and Mitchell suggests we look at the manner in which principals typify school events and define the educational mission of the school. This is done primarily by looking at the principal's work habits or his/her administrative style.

By reviewing the principal's projects one can draw some conclusions regarding the principal's work style and make some assumptions about leadership. Later, one can look at the principal's actions (his attempts to have people "buy into" his projects.) From an analysis of the principal's actions one can determine the principal's use of power and authority and further define his/her leadership.

Work Style

According to Mitchell, Ortiz, and Mitchell (1987), there are four terms commonly used to describe the work of principals and other middle-level executives: administration, leadership, supervision, and

management. The authors suggest that, "The overall work orientations of principals are shaped primarily by the ways in which they (a) typify teaching work behavior and (b) define the overall mission or purpose of schooling." Furthermore, "principals generally orient themselves to the mission or enterprise of schooling by concentrating on either the adequacy and efficiency of the school's organization or by concentrating on the execution of its various program elements." (p. 147)

Principals who concentrate on program organization tend to feel that educational quality depends primarily on planning and coordination. Those who concentrate on program execution tend to feel that educational outcomes depend more on the care and diligence with which relatively autonomous teachers discharge their work responsibilities.

The four principal work styles are described in greater detail:

(1) Administration is the style whereby principals are concerned primarily with encouraging teachers to be diligent and dedicated. Administration stresses planning and organizing program elements. Principals in this style believe their primary duty lies in supporting the activities of their teachers. They tend to believe that the people with whom they work are professionals who need to be provided with encouragement, but who are best able to define and execute their primary work responsibil-

ities.

(2) Leadership is the description when principals see teaching as dependent on dedication and intensity of effort. Leaders view their jobs as inspiring teachers with a vision of the purposes of education and the possibilities of the children.

(3) Supervision is the term for describing the work of principals who combine an organizational view of school programs with concern regarding the teaching performance. Supervisors give immediate guidance to teachers regarding teaching tasks and insist that planning and organization of these tasks is the responsibility of the school administrator. Supervision oriented principals display little trust in the motives and competence of teachers.

(4) Management describes the work of principals who feel that schooling is dependent upon organization and that teaching quality is a matter of technical performance. Managers believe that quality education depends upon having a highly trained staff whose efforts are closely coordinated into specific program goals.

Authority and Power

The work of Mitchell and Spady (1983) is used as a second piece in the analytic framework. Mitchell and Spady clarify the difference

between power and authority and how these concepts explain social influence and control as these relate to leaders and their schools.

The authors define the terms "power and authority: " power resides in the capacity of superordinates to manipulate identifiable resources - resources that enable them to reward or punish their subordinates. These resources may be either real or imanginary." (p.12)

According to Mitchell and Spady, "Authority is the uniquely human form of social control. Authority is created in social relationships characterized by trust and accompanied by intimacy, self-worth, security, and personal adequacy or potency. In such relationships, subordinates grant or recognize the authority of superordinates and voluntarily shape their own behavior in order to achieve these fundamental experiences." (p. 12)

Mitchell and Spady outline four primary authority modalities: traditional authority, charismatic authority, legal authority, and expert authority. Descriptions of each authority modality are presented and the actions of Principal Jason Bradley are analyzed in the context of these modalities.

Traditional authority, according to Mitchell and Spady, "arises because subordinates recognize the importance and innate attractiveness of

experiences that confirm their self-worth." (p.17) Traditions, as shown in norms, celebrations, customs, mores, rituals, etiquette, and other behavior systems expressing respect, dignity, and the confirmation of full membership in a social group - are the essential mechanisms for confirming a person's worth and value.

Charismatic authority is described as: "relationships which spring from the creation of authentic encounters and spontaneous, frequently somewhat mystical interpersonal bonds between individuals." (p.18) According to Mitchell and Spady, "charismatic authority is an essential mechanism for overcoming alienation and isolation in both school and society." (p. 18)

Legal authority relies on the ability of an individual to provide experiences for security and orderliness for others. These experiences of security are generally in the form of rules which also give teachers a sense of order and defense against arbitrary or capricious interference from others.

Expert authority is defined as that authority which is "founded on those experiences in which one person enables others to feel greater personal adequacy, efficacy, or potency. In social settings influenced by expert authority, superordinates reveal to their subordinates new ways of

understanding or new skills in performing tasks that permit them to achieve more effectively than immediate goals." (p.19)

Mitchell and Spady also describe the various social power resources derived from these four modes of authority. The power of "moral approbation" is derived from traditional authority. "This power involves influencing other people's actions by heaping either honor or shame upon them...." (p.20) According to Mitchell and Spady, control through moral approbation isolates and weakens the character and tends to produce only outward compliance rather than the inward experience needed to create or sustain self-worth.

Associated with charismatic authority is the power of "psychological domination". "Because the experience of intimacy is closely associated with interpersonal acceptance of psychological attachment, it is possible for one person to gain dominance over another by providing or withholding affect, that is, by explicitly communicating psychological acceptance or rejection to another person, one is able to gain substantial influence over his or her behavior even before any authentically intimate encounters take place." (p.21)

The power to impose "technical limitations" on subordinates is related to expert authority. Technical power emerges when "subordinates

are confronted by highly capable superiors who are interested in transferring their knowledge or expertise. When technical power, rather than expert authority is utilized, subordinates become objects for treatment or manipulation rather than subjects for relationship." (p.21)

"Contractual coercion" is derived from legal authority. Contractual coercion occurs when formal rules are used to control behavior without concern for the security of the subordinates or long-term order in society.

When power is used without justification, it stimulates resentment, rebellion, and alienation among subordinates. Power is the acceptance of one's right to reward or punish others. Power-based social control can be justified in terms of: institution building, personal habit development, promoting group cohesion, or assuring effective action. (p. 28)

Authority, according to Mitchell and Spady, "arises in a context of direct experience between superordinates who are in authority and subordinates who voluntarily and spontaneously modify their behavior in order to move toward and participate with superordinates in these intrinsically meaningful and direct experiences." (p.29)

Power comes from these authority experiences. Authority experiences are more basic than power relationships and are essential when a leader is looking for an inner transformation as well as the outward

compliance from their teachers.

Analysis of Work Style

A review of the projects planned by Junior High Principal, Jason Bradley, offers insight into Bradley's work style. Of the four work styles described by Mitchell, Ortiz, and Mitchell (1987), Jason Bradley exhibits two leadership work styles: administration and leadership.

In an administrative work style, the leader concentrates on program organization and feels that educational quality depends primarily on planning and coordination. The administrative work style is further characterized by maintaining the organization, that is, keeping the interrelated parts functioning smoothly and then monitoring those processes that have been established to get things accomplished.

Individuals who function in the administrative work style are characterized as caring and sociable with their staff. They approach program development bureaucratically - emphasizing logistical rather than technical terms. They describe their role as one of "facilitating" or "coordinating".

Those who function in the administrative work style believe that teachers are the professional and in the best position to define their work responsibilities. Encouragement and adequate support services are

considered part of the basic role of the administrator.

A review of Jason Bradley's personal projects reveals a high concentration on logistics. Bradley's projects involve, not the technical core in his building, but rather a series of activities designed to emphasize logistical changes. An example of Bradley's interest in logistics is his relocation of the in-school suspension room. (Bradley indicated that this relocation would provide increased efficiency of program and would also allow for better support of teachers by creating increased secretarial time.)

Further examples of Bradley's interests in logistics include the relocation of the classroom for behavioral disordered (BD) students, reducing the shuttle bus system to the junior high school to improve building identity and efficiency, and Bradley's work with the staff at Windsor Junior High to develop plans for a remodelled plant to provide both efficiency and organization to the school - logistical endeavors characteristic of the administrative work style.

Two other projects with an emphasis on logistics were Bradley's plan to restructure the department head meetings and his desire to realign the PTSA structure. Although both projects involved people and not facility, the goal was to make these structures better support the needs

of staff and students. Bradley planned to use the parent support group to help with journalism class and to facilitate the work of teachers in the library. Changes in department head meetings were designed to support teacher need for improved communication.

Bradley's interest in maintaining the organization, that is, keeping the interrelated parts functioning smoothly and keeping everything in balance, is again indicative of the administrative work style. Although Bradley was interested in structural changes, it was very important to him to maintain organizational stability. For example, when staff were eager to make a change, Bradley cautioned them not to get too far ahead of everyone else. "I wanted to stabilize the situation. I wanted to contain their enthusiasm. I wanted to be sure we were all together in this. Together, not too many out front and not too many far behind...keeping us all together in the big bubble."

In summary, Bradley's emphasis on logistics rather than the technical core of the school, his desire to provide support services to staff, and his interest in maintaining the organization by stabilizing its parts are characteristic of the administrative work style.

It is difficult to characterize all of Bradley's projects as the administrative work style, however. There were times when Bradley's

projects more closely resembled a leadership work style. In a leadership work style the individual is most concerned with the atmosphere of the school. He or she pats staff on the back for doing a good job, exhibits a high level of team spirit and tries to integrate individual and organizational needs. There is no mention of academics - only "systems" and organization. District office demands, such as meetings, are often seen as a constraint. Teachers, rather than principals, are responsible for the technical core and leaders view their jobs as inspiring teachers with a vision of the purposes of education and the possibilities for children.

Jason Bradley expressed serious concern about the building atmosphere. When he arrived at Windsor Junior High School, Bradley described the staff as "marked by hostility and divisiveness." One of his projects was to unify the staff. In an effort to improve morale and focus on unity, Bradley met with the B-wing group of segregated teachers and encouraged them to come to the lunchroom and eat with all the staff. Bradley also encouraged the staff to organize a number of staff parties and held staff meetings in various classroom locations to build positive atmosphere and support. "What we were doing was building an attitude that we have got to help one another and support one another."

Jason Bradley straddled two work styles: administration and leader-

ship. In his administrative work style Bradley planned and coordinated structures to support teachers and maintain the stability of the organization. In his leadership role, Bradley expressed concern about the atmosphere of the building and worked to build unity and team spirit through inspiration and positive reinforcement. In both work style roles, Bradley left the professional, the teacher, responsible for the technical core.

Analysis of Power and Authority in Bradley's Leadership

What can be said of Bradley's use of power and authority as these relate to leadership? Jason Bradley exercised two primary authority modalities in his work at Windsor Junior High School. Bradley's primary authority modality was traditional, however, it is believed that Bradley may have come from a different orientation in his previous district. Vestiges of the charismatic style are occasionally in evidence.

These issues of authority modality can be investigated by examining Bradley's actions - the manner in which Bradley caused others to accept his vision.

A leader, grounded in the traditional authority mode, considers norms, celebrations, rituals, and other behavior systems expressing re-

spect, dignity, and the confirmation of full membership in a social group as the essential mechanisms for confirming a person's worth or value. Jason Bradley commented, on more than one occasion, that the social bonding and self-worth of his staff were critical issues for him.

It is interesting to note that in nearly all of Jason Bradley's discussions regarding current staff, comments were made about the need to hire people who were "outgoing, nurturing, and student-oriented" - again, a reflection of traditional authority's emphasis on the importance of the worth and value of people.

By "keeping them all together in the big bubble" and by "vesting staff in what was happening" Bradley not only stabilized the unit but demonstrated behavior consistent with that of a traditional authority figure. He focused on belonging and membership.

Among his greatest successes, Bradley notes that he was able to "make a team out of the Windsor staff" by getting everybody to contribute to the educational specifications for remodeling. He said, "I made them feel that what they were giving me was valuable - something of value for all of us, but a part of them."

Jason Bradley, on occasion, demonstrated another authority

modality described by Mitchell and Spady as "charismatic". Charismatic leaders exercise their authority, primarily by virtue of their "personal presence". Charismatic leaders frequently operate alone, sometimes challenge traditions, and, like traditional authority leaders, work towards affective, social bonding.

From his previous district of Raleigh and from his fifteen years experience as a junior high school principal at Evans Junior High, one might conclude that Bradley was an inspirational and a charismatic leader. Bradley cites evidence that he achieved both state and national recognition for his school in the Raleigh district. He says, "After awhile I was a legend.....Bradley was going to do this....we had clear sailing most of the time." But at Windsor Bradley encounters roadblocks.

While it appeared to be very important to Bradley to stabilize the junior high school staff and build unity, Bradley challenged three very traditional structures in the Durham School District: (1) He attempts to restructure the joint junior-senior PTSA group. This group does not look kindly on Bradley's plan to "dismantle" it. (2) Bradley physically removes walls at Windsor Junior High School to make space for a classroom. To Bradley's dismay, his work results in the filing of a grievance by the district's maintenance union and the subsequent directive for him to re-

store the wall. Once again, the established, traditional bureaucracy interfered with Bradley's attempts to create change. (3) In an effort to reduce competition with high school activities, Bradley moves the ninth grade dances from the evening to afternoon. This change meets with minimal resistance from teachers but causes great frustration and hostility to parents and students accustomed to the time-honored tradition of ninth grade night dances.

In keeping with the role of charismatic leader, Bradley works alone on each of these projects. He does not form an alliance with other secondary principals in restructuring the PTSA. He does not consult maintenance personnel concerning modifications to the building nor does Bradley gain the cooperation of the other junior high school principal in moving the ninth grade dances to afternoon.

When Bradley could not rely on his authority to create needed changes, how, then, did Bradley use his power to influence others? Generally, Bradley does not rely heavily on power relationships with others. He relies consistently on the control mechanism of persuasion, that is, the ability of a leader to get others to adopt his projects based on his authority relationship with them. This mechanism of control rests on the climate of trust associated with authority relationships previously

established between the leader and the subordinate.

If staff members refused to go along with the change recommended by Bradley, Bradley said, "I didn't tell my staff it was this way or that way - I got their colleagues to encourage them."

In Bradley's project to change the structure of the PTSA, Bradley relies on persuasion to get others to see his point of view and used a parent "go-between" to present his case.

In moving the BD and ISS rooms, Bradley said, "These changes were happening. I guess change is threatening to some. My argument to them was that I wanted to get the BD class out of the cafeteria so I could establish a game room for the kids so they would have something to do at lunch...the other argument I gave them was....."

The term "argument" can be considered "persuasive" language. It appears that Bradley tries to convince his audience that his point of view and his assessment of the situation are accurate. With the exception of two issues, both personnel, Bradley does not deviate from this pattern of persuasion in his attempt to complete his projects.

In issues involving personnel, Bradley operates in a direct, confrontive mode. Bradley uses the technique of moral approbation, derived from traditional authority, to "shame" his counselor and vice-principal.

This strategy of moral approbation is frequently used when dealing with staff who are not ready to accept a leader's traditional authority and who persist in challenging the legitimacy of established norms and values. The counselor had a long history of disregard for traditional authority. It was evident from Bradley's story that the counselor challenged the legitimacy of the school's norms and was a divisive factor on staff.

Summary and Conclusions

This study explored a theoretical understanding of the leadership of a junior high school principal through an analysis of that principal's work style and his use of power and authority by focusing on the principal's projects and his actions.

Work style was reviewed through an application of Mitchell, Ortiz, and Mitchell's constructs of four work styles. It was determined that the principal in this study primarily operates in two work style arenas: administration and leadership.

Bradley's administrative work style focuses on supporting teachers in their activities through reliance and stress on planning and organizing elements. The principal believes that the people with whom he works are professionals who need to be provided with encouragement but

who could best define and execute their own work responsibilities. Secondly, characteristic of the administrative work style, was Bradley's effort to maintain the organization by keeping all the parts functioning smoothly and his strong interest in preserving the stability of the organization.

Occasionally, Bradley mixes styles and adopts a leadership work style, characterized by the belief that teachers, rather than principals, are responsible for the technical core with the responsibility of the leader to inspire teachers with a vision of the purpose of education and the possibilities for children.

The second indicator of this junior high school principal's use of leadership work style is the emphasis he places on school "atmosphere" and staff unity as well as his efforts to integrate individual and organizational needs. This "straddling" of two work styles is not an unusual factor in the leadership of some principals.

The second phase of this study involved a review of the principal's use of authority and power by analyzing the principal's actions. Again, Bradley appears to "straddle" two authority modes in his efforts to convert his subordinates and the community to his projects.

Bradley's two authority modes are traditional and charismatic

authority. In the traditional mode, there is great interest in maintaining the institutional stability and in recognizing the worth and value of persons. The charismatic authority mode is the authority whereby leaders exercise their personal presence to accomplish tasks, traditions are sometimes challenged, and there is a feeling of bonding between leader and subordinates.

From a study of Bradley's actions it appears that he seldom used power modes to control his organization. Instead, Bradley relies on "persuasion" as a vehicle to get others to adopt his projects based on his authority relationships with them.

In situations involving staff who are unwilling to accept his authority, Bradley uses the strategy of moral approbation (shame) to lecture the counselor and get him to change his actions which were viewed as divisive by both the superintendent and the building principal.

It can be said, then, that this junior high school principal demonstrates a somewhat "confused" or mixed work style and a somewhat "confused" or mixed authority modality. Perhaps this confusion can be explained that as a new principal in a building, and new to the district, Bradley may have attempted to operate on a very rational basis. However, Bradley's fifteen years of experience and his past achievements led him to

adopt leadership and charismatic roles to accomplish some of his projects simply because these styles had worked in his previous district.

This study raises questions about the principal's ability to critically analyze school and district politics prior to embarking on his projects. It is difficult to understand Bradley's apparent disregard for the traditional bureaucracies of the school and the district when Bradley had such high regard for stabilizing his school. Does transfer to another district cause an individual to change work style or maintain old patterns? Does transfer to another district cause an individual to change authority patterns or retain previous strategies? Can success in one district "blind" an individual to the politics and structures of another? Further study of experienced principals who transfer to new districts after many years successful experience in a previous district may provide some insight.

Overall, Jason Bradley presents an interesting study. Bradley sees his year at Windsor as a failure. Some of the major projects he wishes to accomplish are not achieved. Bradley's prior experience in accomplishing these projects had been highly successful and acclaimed by his supervisors and the community. His year at Windsor, for the most part, ends in frustration. Perhaps this frustration and sense of failure could have been avoided with adequate knowledge of politics and a careful

analysis of the power and authority relationships needed in a new setting.

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